R E P O R T R E S U M E S

ED 015 018 PS 000 267

HANDBOOK FOR PROJECT HEAD START.

BY- GRAHAM, JORY
CHICAGO UNIV., URBAN CHILD CENTER
BNAI BRITH, NEW YORK, N.Y., ANTI-DEFAMATION LEAGUE

EDRS PRICE MF-$0.25 HC-$1.00 23P.

DESCRIPTORS- VERBAL DEVELOPMENT, PERCEPTUAL DEVELOPMENT, SELF CONCEPT, CREATIVE DEVELOPMENT, TEACHING TECHNIQUES, TEACHING MODELS, *COMPENSATORY EDUCATION, GUIDELINES, SCIENCE ACTIVITIES, *ENRICHMENT ACTIVITIES, EARLY EXPERIENCE, *DISADVANTAGED YOUTH, HEAD START,

THIS BOOKLET WAS DESIGNED TO MEET SOME IMMEDIATE NEEDS FOR THE FIRST SUMMER SESSION OF PROJECT HEAD START. IT CONTAINS SOME OF THE MOST WORKABLE AND PROMISING TEACHING METHODS IN THE ENTIRE FIELD OF COMPENSATORY EDUCATIONS, METHODS THAT HAVE BEEN USED IN PRIVATELY SPONSORED CENTERS AND HAVE PROVED VALUABLE IN COPING WITH PROBLEMS ENCOUNTERED IN THOSE CENTERS. (1) EACH CHILD SHOULD BE SPOKEN WITH EVERY DAY, IN ORDER TO OVERCOME HIS SILENCE. (2) HELPING CHILDREN BECOME SKILLFUL AT OBSERVATION BY CLASSIFYING OBJECTS AND READING PICTURES WILL ALSO INCREASE THEIR CURIOSITY. (3) DEMONSTRATIONS SUCH AS ZIPPING A ZIPPER ARE EFFECTIVE IN TEACHING PRACTICAL SKILLS. (4) THERE ARE MANY WAYS TO BUILD SELF IMAGE OR SELF RESPECT IN CHILDREN. ONE WAY IS TO LEARN RESPECT FOR OTHERS BY GIVING EACH CHILD SOME PERSONAL POSSESSION. (5) CHILDREN ALSO NEED TO USE PHYSICAL AND EMOTIONAL ACTIVITIES SUCH AS RUNNING AND PAINTING EXPRESS THEIR FEELINGS. (6) FOR CHILDREN TO DEVELOP CURIOSITY THROUGH SCIENCE THEY CAN HAVE PETS AND PLANTS IN THE CLASSROOM. MANY CONCRETE SUGGESTIONS FOR WORKING WITH BOTH INDIVIDUAL CHILDREN AND GROUPS OF CHILDREN ARE GIVEN. THIS DOCUMENT IS AVAILABLE FROM THE ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH, 315 LEXINGTON AVE., N.Y., N.Y., 10016, FOR $0.50. (COD)

ED015018

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Handbook for Project Head Start

prepared by Jory Graham
under the direction of
The Urban Child Center, The University of Chicago
Robert D. Hess, Director

PS 000267

Acknowledgements

For their contributions of special teaching techniques for disadvantaged children, we are indebted to Dorothy Jones of Firman House, Chicago; to Lena Gitter of the Brookhaven Project, New York, and to Lassar G. Gotkin and Dianne Feeley of the Institute for Developmental Studies, Department of Psychiatry, New York Medical College, directed by Dr. Martin Deutsch. The booklet itself has been made available by the Anti-Defamation League of B'nai B'rith in cooperation with the University of Chicago.

Table of Contents

Introduction 4
The Children in Head Start 5
Reaching the Children 7
Developing Speech and Verbal Communication 7
- Show and Tell
- Listening to Sounds
- Discriminating Between Sounds
- Using Names to Individuate
- Phonograph Records and Tape Recordings

Developing Visual Abilities 10
- Perceiving Letters of the Alphabet
- Classifying Objects
- Becoming Aware of Environment
- Combining Awareness of Environment with Learning Likeness and Differences
- Reading Pictures
- Distinguishing Shapes

Using Demonstrations to Teach Practical Skills 12
Building a Sense of Self 12
- Cubbies (Space for Things of One's Own)
- Ownership
- Mirrors
- Personal Hygiene
- Social Behavior

Creativity and Self-Expression 16
- Creative Uses of Everyday Materials
- Rhythm
- Music
- Woodworking

Developing Curiosity Through Science 18
- Pets
- Plants
- Simple Experiments that Create a Sense of Wonder
- Experiences with Time and Space
- Pre-Mathematics
- Relating Time and Size to Environment

Learning the Abstract Concept of a Line..... 20
Meeting a Policeman 21
The Goal of Head Start 22

Introduction

The quick interest in a national program to educate socially and economically disadvantaged children, has led to the formation of the Office of Economic Opportunity and of Project Head Start.

Because the need for compensatory education is so urgent, this first summer session of Project Head Start gets underway without as much time for training as all of us would have liked.

This small booklet is designed to help fill part of the gap by meeting some immediate needs. If you wish it were more elaborate or more comprehensive – so do we. *That* kind of manual is in preparation now. Meanwhile, here are some of the most workable and promising teaching methods in the entire field of compensatory education – methods that have been used in privately-sponsored centers and that have proved their value. Together with the inventory of projects which you have received, the materials here should be of real assistance.

An introduction is a good place to raise questions and there is one that needs to be asked now. It is – what are your expectations as to yourself in the summer program – what kind of contribution do you want to make? The reason for the question will be apparent after looking at the following.

The Children in Head Start

Some 600,000 children are enrolled in Head Start this summer. All of them are disadvantaged and many have been grossly deprived. Some have the double burden of being both children of minority groups and children brought up in abysmal poverty. Though some will have known parental love or at least acceptance, many others do not know what it means to be wanted, or to matter.

These children will challenge all your abilities to reach them – to break through their barriers of silence, passivity, and apparent sullenness. But the passivity and the seeming sullenness are masks – used to cover feelings of insecurity.

If these children were middle-class children in a middle-class preschool or kindergarten, you would get them involved in play and projects and you would shortly be rewarded with the sound of laughter. In Head Start, your attempts to draw the children into play may, especially for the first week or two, be extremely frustrating.

For one thing, many Head Start children will give the appearance of not knowing how to play. For another, they rarely laugh; many seem not to know what laughter is. So play will have to be taught – and having reasons to laugh will have to be provided.

Lastly, and perhaps the most difficult obstacle for you, will be their silence. These children do not use speech as we know it to communicate. They may use sentence fragments, but they are more likely merely to shrug, or nod, or remain impassive when you speak to them.

Partly, this is because they do not know either the usefulness or the possibilities of speech as a means of social interaction. In their environment, speech is limited to stereotyped phrases, condensed statements, and unfinished sentences.

Partly, it is because they will not want you to know when they fail to comprehend – and they will fail at first because so many words we adults use and take for granted are words that have no meaning to them. One example: a child may know that a certain color is the color of his mother's sweater, but he will not know that the color is red. He has not learned abstractions or concepts and he is disadvantaged to the degree that he cannot grasp their meaning. So this, too, must be taught.

If you contrast the backgrounds of the Head Start children with those of their middle-class counterparts, the differences are startling. Where most middle-class infants are surrounded by language from

birth and encouraged to speak at the earliest possible age, the children of poverty have been deprived of both experiences. Similarly, they have been deprived of the simple but useful experiences their middle-class counterparts have had. In the middle-class world, these experiences range from birthday parties and the celebration of holidays to trips to new environments such as the zoo, the shore, rides in the country, meals in restaurants, cookouts and picnics. Such experiences help children in many ways: they help develop curiosity about the world, they provide children with a sense of the world and their own place in it, and they give children self-confidence in new environments. But children who have reached the ages of four and five without any of these experiences are also without the advantages – which is what we mean by disadvantaged children. And even the Head Start classroom will be such a strange environment, they will be overwhelmed by it – at first.

So you have the problems of beginning and of where to begin. Information here will provide much of that. Your own creativity and concern will provide the rest. What is important to remember is that Head Start children need time to be comfortable in the new environment; time to realize that they fit into it; time to assimilate the new words they will hear, the new things they will see, and the ideas that must be grappled with.

If they do not respond as quickly as you anticipate, this in no way means that you have somehow failed. All it means is that this challenge to educate is indeed a challenge because the children need everything that you, as a teacher, have to give.

We know how much a dedicated teacher can accomplish. The head start you give these children this summer is of tremendous significance. For you can give them a sense of the world and of their worth as members of the world. You can initiate curiosity and ways (words) to express that curiosity. You can give them reasons to laugh and reasons for being.

In addition, you give something to their subsequent teachers in kindergarten and first grade – the chance to capitalize on the impetus you provide. And this, in turn, will have an impact on the community at large. The thing to keep in mind in Head Start is that no step is too small, no little achievement is too little. Each has meaning; each counts.

Reaching the Children

1. You use the same techniques that have been used successfully in privately-sponsored preschool programs for disadvantaged youngsters. Basically, these are the techniques used in many excellent preschool programs for middle-class children. Certain things that are more or less taken for granted in the middle-class preschool program will have to be stressed and even exaggerated slightly in Head Start. Other aspects of normal preschool education may have to be bypassed or put off for a later time.
2. You encourage every effort – no matter how slight. In a normal preschool program, it is generally sufficient if a teacher says to a youngster working with clay, "That's nice, Annie." In Head Start sessions, teachers must show more enthusiasm – "That's very good, Annie, very good indeed!" *Remember, these children may never have seen clay and* will not know what they're expected to do with it.
3. You devote more time to each child. In the first few weeks, especially, you must make certain no child is left to struggle alone. You show your staff that the goals in Head Start are not the achievement of independence and self-reliance but of interaction – and of learning to be a small person who has value among other small persons who also have value.
4. You encourage speech at every opportunity. You encourage the first timid phrases. You help complete ideas that make sentences. You encourage listening. You would rather the children leave Head Start at the end of the summer as little chatterboxes than that they know all the names of the primary and secondary colors. You realize that if speech can be released, the ability to question and learn will follow.
5. You never give up.

Developing Speech and Verbal Communication

The initial confrontation with children who are silent is a difficult one. It is made more difficult by the fact that their silence may persist

for some time. The technique below has been used successfully in privately run centers. Every member of your staff should be familiar with it.

From the day of enrollment on, you talk with each child each day. You talk about your own interest in him. You do this each time he arrives and at intervals throughout each session. You continue on this level, then extend interest to include approval of his appearance, apparel, recognition of his products, activity, etc. Later, upon his arrival, you share experiences, expecting answers even though you may not get them. However, there is time – you can wait.

A typical shared experience might be . . . "My hands got wet in the rain coming to school today. Did your hands get wet, Mary?" (With or without an answer, persist.) "May I feel them?"

During the session when it is time to put things away, help Mary store her clay . . . "Are your balls of clay ready, Mary? Have you punched a hole in each ball?" Encourage the child to answer verbally . . . "Do you know why we pour a little water in the hole in each ball?"

Eventually, when the child begins to verbalize with the teacher comfortably, she should be encouraged to speak in complete sentences.

Non-verbal children will frequently talk to other children long before they speak freely with their teacher. This is an encouraging sign. Sharing experiences with the teacher may sometimes be drawn from the children's lives at home . . . "What was your baby sister doing when you left home? What did you see on your way to school today?" In this way a teacher helps a child become observant, helps develop his memory, and helps him communicate verbally. Group singing, especially of rollicking folk songs is often helpful in freeing shy children to talk. They get caught up in the enthusiasm expressed by the other children and join in without realizing it. By all means encourage group singing. Sing-song accompaniment to certain tasks can be useful. It requires of the teachers a certain spontaneity and lack of self-consciousness, but its very spontaneity charms children into joining in. For example, during water play with plastic boats in a tub . . . (to the tune of "Here We Go 'Round the Mulberry Bush"):

"This is the way we sail a boat,
Sail a boat, sail a boat,
This is the way a boat will float
Whenever it's on water."

Show and Tell

This method, used in almost all middle-class preschools, will need to be radically adapted in Head Start. Remember, these children have little to show and are not adept at describing the things they do know.

about. Teachers will have to introduce the topics . . . What did you see on the way to school this morning, Bobby? . . . Is it hotter or cooler than yesterday? . . . How does hot weather make us feel? . . . Does anyone know what rain is good for?

The rain question can be used to introduce the subject of farms. What they are, what happens on them. Why the farmers welcome rain, etc. It can also lead to planting quick-growing seeds in pots, watering them, and watching them flourish. Timothy (grass) seed will sprout within seven days. Lima beans also germinate quickly. Carrot tops will flourish in shallow dishes of water. Sweet potatoes sprouting in glasses of water will give the children a chance to learn about roots as well as top growth.

Listening to Sounds

Imitating and identifying sounds will aid in both the development of verbal skills and in the ability to discriminate.

Work with various human sounds – laughing, singing, crying, shouting, whispering.

Work with animal sounds – barking, mewing, braying, crowing, cackling, etc.

Work with city sounds – a policeman's whistle, a car horn, feet walking on cement pavements, feet skipping on pavement, the click of a latch when a door is closed quietly, the banging of a door being slammed. Take the children on a walk around an active block. Stop half way down the block. Tell the children to close their eyes and listen. How many sounds do they hear?

Experiment with listening to silence in the classroom. Is it completely quiet or do we hear the sounds of people breathing? The tick of a clock? The trickle of water from a faucet? A distant car horn? It is amazing how much can be heard in an atmosphere in which everyone is being quiet.

What are the sounds of weather – wind, rain, thunder? Does snow have a sound? When there's snow on the sidewalk doesn't it crunch underfoot? When it's very cold, doesn't snow squeak under your shoes? (You may draw blanks on these last two.) Are there special sounds in summer? What about the sound of a fly buzzing around? What happens if we put two cubes of ice in a glass of water and shake the glass a little? Doesn't the ice make a tinkling sound?

Discriminating Between Sounds

What sounds are high? What sounds are low? What are soft sounds? What are loud sounds? What is a scratching sound? A buzzing sound?

A clanging sound? A crashing sound? What is the difference between calling and shouting?

Hearing rhymes (phonics). Listen to rhymes and poems. Have children identify. Try to help them achieve awareness of the similarities and differences in the initial and the final sounds of words. What are the sounds of the letters of the alphabet? (Use in connection with pictures of each letter.)

Using Names to Individuate

Ann is a short name. Pete is a short name. Robert is a little longer. Elizabeth is even longer than Robert. Mrs. Siragusa is a long name. Mrs. Waters is a medium-size name. Miss Mendelsohn is a sing-song name.

Phonograph Records and Tape Recordings

Phonograph records can teach many sounds not easily accessible – the sound of a train, of farm animals. Use pictures in connection with these.

Tape recorders have a special function in that they give each child a chance to hear himself.

Developing Visual Abilities

The objective of all the suggestions listed below is to help children become skillful at observation. This in turn will lead to an increase of curiosity.

Perceiving Letters of the Alphabet

B is different from D. M is different from N.

Bob's name begins with B. Nancy's name begins with N.

Classifying Objects

Classifying the things in the room – plants, books, furniture, toys, people (Mrs. Siragusa is a teacher. Mrs. Waters is a teacher. Bob is a boy. Lucy is a girl, etc.)

Further classify toys – toys to play with, toys to build with, toys on wheels, etc.

Becoming Aware of Environment

Talk about things in the room . . . Are there things in this room that are like things you have at home? Nothing? Well, what about windows? We have (counting) one, two, three windows in the front of our room here . . . We use pink soap here to wash our hands. What color soap do you have at home, Gail?

Combining Awareness of Environment with Learning Likeness and Differences

Take a simple walk around the block . . . Some of the buildings are taller than others. Let's look for the tallest building in the block. Let's look for the smallest building in the block. Encourage seeing and speaking . . . I see a red car. *I* see a red truck. *I* see red on the mailbox!

Take a trip to a grocery store or supermarket . . . There are all kinds of food in this store. The different kinds of food come in different packages . . . I see cans of food. *I* see packages of cookies. *I* see cereal boxes . . . Stop in front of the produce section. Encourage the children to talk about the different shapes of fruit and vegetables, and about their different colors.

Take a walk in a park . . . How many kinds of trees do we see? This tree has long, narrow leaves. This tree has short, pointed leaves. . . . What does the grass feel like when you touch it with your hand? . . . What's the difference in feeling between the grass and the pavement? . . . What do the clouds look like? What do they make you think of? What color is the earth? That's right, it's black. It's a good color . . . See how your shadow does just what you do.

Reading Pictures

Before reading a new story, spend some time talking about the picture on the cover . . . How many people are in the picture? . . . Who do you think they are? . . . Do you think they are going someplace? . . . Where do you suppose they will go? . . . How many of the people in the picture are wearing hats? . . . How many are wearing brown shoes? . . . This kind of head start to the contents of a book makes it possible later for children to spend much more time reading pictures alone. Conversation pictures are, of course, used in the same way.

Distinguishing Shapes

Any game involving blocks in different sized units will be helpful. Ask the children to sit on the floor. Put unit blocks of five different

sizes in a graduated row in the middle of the floor. Ask a child to pick up the smallest block and then put it back. Ask another child to pick up the largest block and return it. Have a third child pick up the middle-sized block; the two largest blocks; the two smallest blocks, etc. The number of experiences you can provide with blocks of various shapes is limited only by your imagination. But the technique you will need to use with these children is to limit the number of choices you ask them to make. Since games of choice of this sort involves much non-verbal action, they have a special place in the Head Start preschool. They are not above the ability of most of the children and, even though speech is to be encouraged, you cannot work on speech all the time for the simple reason that it would exhaust both your teachers and the children.

Using Demonstrations to Teach Practical Skills

How do we zip a zipper? How do we fasten hooks and eyes? How do we lace our shoes? How do we sit in our chairs? How do we sweep the floor? Clean the table? Put the tops back on the paste pots, the books back on the shelves?

With a small group seated on the floor, all these questions can be answered by a bit of dramatics; that is, you can ask, "Who would like to show us how to button Mary's coat?" By investing such activities with a somewhat theatrical quality, you can make the buttoning and zipping and tidying-up activities inherently interesting and enjoyable.

Building a Sense of Self

It cannot be emphasized often enough that the most important thing you can do for the children is create in them some notion of their own identity. Identity may be called self image or it may be called

ego, but regardless of the term used, it means a knowledge of *who I am.*

Every human being needs a sense of self worth in order to do more than merely survive in this world. A healthy ego is essential to the flowering of other qualities – joy, a sense of wonder about the world, the development of sensitivity, the development of creativity, notions of social behavior, even the reasons for personal hygiene. None of these achievements are possible unless a human being has some respect for himself. In turn, self respect is not possible unless a person has at least some idea of who he is and that he counts for something. Respect for others cannot follow until one has respect for himself. Fortunately, there are a number of relatively easy ways to help build awareness of self.

Cubbies (space for things of one's own)

The cubby can be one of your most useful tools in helping children begin to perceive who they are. That each child has his own cubby with his name on it and his *own* possessions in it, may be his first experience at ownership.

For this reason, color coding is essential. It can be achieved with a drop of enamel paint on the handle of a toothbrush; an identical drop of paint on a comb; the same color on the hook for the wash cloth, etc. It can also be achieved with color within shapes. All items marked with a red circle belong to Linda. All items in a red triangle belong to Hayes. All items in a green triangle are Felicia's, etc. Since children differentiate shape before color, the bit of extra work involved here will be worthwhile.

In establishing a sense of ownership, the cubby also establishes boundaries for the possessions of others. And in so doing it plants the seed for the concept not only of who I am but who others are.

As soon as possible, give each child a matching color-coded name tag to wear around his neck. The teachers, of course, wear these, too. By the end of a week, you should see some progress in the use of names, rather than the "Hey" or "Teacher" that is probably all you will hear at first. Remember, one's own name has extraordinary meaning. Be sure your teachers address the children by name.

Ownership

No one can respect the property of others until he has property of his own. For this reason, the personal possessions each child keeps in his own cubby have significance. Only when a child understands that

some item really belongs to him, will he be able to learn that another item belongs to another child. You have to establish the concept of *mine* before concepts of *his, hers, yours* or *theirs* have any meaning.

In the Brookhaven Project, where the Montessori Method is applied to all aspects of a preschool program in a prepared environment, the concept of ownership is further enhanced by giving each child:

> a place, his place, with his name on it; a place to hang his coat; a place to store his things, a chair, his chair, on which to sit; a desk, his desk on which to work; a drawer or cubicle in which to keep his own work. All this his very own.

You may not want to carry ownership this far, but if you decide to do so, stick with it. It would be disastrous for these children to be told certain things are theirs, only to have this concept changed by an adult half-way through the program. To the children, this would be betrayal – and your efforts in achieving rapport and good one-to-one relationships would be undone.

Similarly, your teachers must not make promises or utter statements that sound like promises, unless they are certain they can fulfill the obligation. One thing few if any of these children have is confidence in adults. One thing they all need in generous doses is reason to have confidence and trust in grown ups.

Mirrors

Full length mirrors in the hallway outside the door, near the cubbies, and in the washrooms will give each child the opportunity to see himself many times daily. Mirrors give each child the chance to see who he is, what he looks like. Individual photographs taken with a polaroid camera and taped to each child's cubby, serve a similar purpose. Other polaroid pictures of each child engaged in some activity, could be taped at child's-eye level to a classroom wall. Again, use your imagination to seize every opportunity to give these children a chance to develop a positive self image.

Personal Hygiene

A sense of self can be built upon personal cleanliness . . . "My, Ricky, you look so nice and clean!" Cleanliness habits include brushing teeth (upon arrival if necessary) and after a meal. They include what may be to many children the equally startling notion that we wash our hands before each meal and *always* after going to the toilet. It is possible that you will run into conflict here with careless home patterns.

Do not give up. Calmly reinforce the Head Start pattern by accompanying children to the toilet until the habit of washing hands is established.

Provide each child with a cubby. Supply the cubby with:

a toothbrush
a hairbrush
a comb

} Color code these items and put a matching color code over the cubby. Also provide the cubby with the child's name.

Each child should:

- brush his teeth after lunch
  comb his hair after nap time

If the child's teeth need brushing upon coming to the session and if his hair needs combing, make these a part of the early morning ritual, too.

Provide each child with:

a wash cloth
a color-coded hook with his name over it

Each child should wash his face:

after lunch
before going home at the end of the day

Teach the use of a handkerchief:

supply the classroom with paper tissues
with demonstrations show when and how to use

Social Behavior

Use demonstrations and participating dramatics to teach the children that they are members of the group and the ways in which members of a group relate to each other. Include:

Bowing, shaking hands, other forms of greeting
Offering something to somebody
Inviting someone to come in, to be seated
Making room for someone to pass
Saying "Excuse me," "I'm sorry" – when to say these
Passing behind other people so as not to disturb them (children at work, a teacher while she tells a story, etc.)
Asking to be excused
Picking up an item that has fallen over, or that someone has dropped
Setting right what someone else has, by mistake, done wrong, e.g., picking up the bar of soap from the washroom floor and putting it back in the soap holder

Putting things back in place so that the next person can find them
Waiting one's turn
Sharing
Not interrupting
Using the appropriate eating utensils
Using a paper napkin

Creativity and Self-Expression

All children need to express their feelings and it is essential that they have the opportunity to do so. Physical experiences can be expressed through physical activity – running, jumping, hopping, dancing. Social and emotional experiences can be expressed through painting. In this sense, art cannot be considered a special skill to be developed. Rather, it is a normal activity of every child.

In the Brookhaven Project, the directors and teachers have found that:

> The effect of Art on poverty-stricken children is dramatic. It is a means by which they can participate in holidays and celebrations outside of their means or environment, and with those families whose holiday food comes from charitable donations (where the uncertainty and suspense surrounding the donation coupled with the mixed feelings about accepting it make the approaching holiday a source of anxiety) the child's participation in artistic endeavors directed toward the celebration of the holiday, ease tensions and permit the child to relate to the entire community.
>
> Artistic appreciation is a means by which the children with limited experimental backgrounds may add to their awareness of the world and relate to the world at large as seen through other eyes. Art activities should play a paramount role in alleviating emotional stress and preparing children for formal school.

Though the summer program of Head Start misses all the holidays, this quiet understanding of the usefulness of art is important because it has so many implications in terms of other tensions that may grip the children. Racial tensions often peak in August. Family tensions mount during the sweltering late summer heat. Children, of course, respond to nights made sleepless by stifling weather plus angry family or neighbor quarrels.

Art, a time to work alone with paints or clay, is also a chance for the child to work out some of his feelings. The role of the teacher is to provide the equipment and materials, build the child's interest in his work where this is needed, and encourage every child to represent

his own ideas in his own way. Models and outlines are not necessary. Enthusiasm and sincere interest in the children's creations are.

Art equipment and creative media should include:

easels and/or tables
floor space for those children who prefer to work on the floor
tempera paints and finger paints
sponges and bowls for holding water during painting and for cleaning up afterwards
white drawing paper if your project can afford it, since it is best for painting, or
manila paper which is satisfactory; newsprint is not recommended as it is too flimsy and discouraging to the children when it tears
clay and play dough

Creative Uses of Everyday Materials

These provide a slightly more formalized use of art materials and provide the challenge of "What can we make from these?" The ideas are limited only by the imagination of the teachers, but since working with art materials is a totally new experience for most if not all of the children, it may be wise to introduce materials gradually in comparison to their introduction in a middle-class preschool. Among the media possibilities are:

wet colored chalk used on wet paper towels
dry colored chalk used on rough paper
large crayons used on manila paper
scissors used with newspapers, colored paper
pasting of all kinds – torn papers, geometric shapes cut from construction paper; collages with scraps of paper and fabric, seeds, string, yarn, buttons, etc.

Rhythm

Rhythm, of course, must be felt. Rhythmic movements may be developed through singing and free body movements. Listening to music with a strong rhythm has its own excitement. Modern rock and roll, whatever we adults may think of it, has a strong rhythmic beat that most children will recognize and react to. Tom-toms provide excellent accompaniment for rhythmic movements, both indoors and outdoors.

Rhythm includes:

walking – big steps, giant steps, short steps, tip-toe steps, walking backwards, on heels, drum majorette goose steps
skipping – fast, slow, lazy, long, high, big
jumping – fast, slow, high, forwards, backwards, to one side and then to the other, little jumps (bouncing)
swinging arms – back and forth, over and around, side to side
twisting, turning, bending – without moving feet, twist high, turn, stretch arms to touch the ground, etc.
bouncing a ball – in time to a tom-tom beat, making up your own rhythm

Rhythm combined with sounds can be used to extend awareness of environment . . . the rhythm of a train gaining speed (CHOO-CHOO-*CHOO-CHOO*) . . . the rhythm of a dog trotting down the street looking for someone to pet him (PITTER-PATTER, PITTER-PATTER) . . . the rhythm of a clock (TIC TOC, TIC TOC) . . . the rhythm of water trickling from a leaky faucet (DRIP, DRIP, — or SPLOSH, SPLOSH, SPLOSH) . . . the noontime whistle (TWE-ET, TWE-ET).

Music

Sing songs — especially folk songs and nursery rhymes
Listen to records
Occasionally play a record as background during art
Use records to set a rhythm for clean up time
Encourage children to make up their own songs
Encourage rhythms to music
Encourage dancing to music . . . jumping, hopping, stomping to music, swinging arms in time to music
Try a rhythm band
Encourage free use of tom-toms

Don't worry if the children's music sounds hideous. If the smiles show they're pleased, you've achieved your goal — the creative use of instruments to make some kind of music.

Woodworking

Provide a small-size work bench with scrap wood and simple tools: Saws, Hammers, Rasps, Nails, Rulers, Sandpaper
Show children how to use the tools properly
Allow nails to be pounded into scrap wood
Allow use of saw and file on wood
Teach how to build with wood, teach respect for tools, then let children build what they wish

Developing Curiosity Through Science

Pets

Children love pets and pets love children. By learning to care for pets children learn what caring means. Goldfish, turtles, a canary are fine pets that can be left for the weekend without fear. Hamsters and

rabbits are good pets, especially if you have enough room for an adequate-sized rabbit cage.

Watching tiny chicks grow is an exciting experience for any child. (Just be sure you know where you can take the chickens at the end of the summer.)

Kittens and puppies are the kind of pets that encourage children to give love. (But someone has to care for these pets on weekends and some provision must be made for them after hours each day and at the end of the summer session.)

A lonely puppy shut up in an empty classroom for 16 hours each night will *not* be a good pet. Do not use either kittens or puppies unless you can give them full attention and care.

If possible, take a trip to a farm and a zoo. Use films and pictures to learn about farm animals, exotic animals.

Plants

Plant seeds that have rapid germination are corn, wheat and radishes.
See also section on *Show and Tell.*

Allow children to:

- Handle the seeds
- Dig up the seeds
- Take the seeds apart

Plant seeds in glass jars to observe root growth

Observe differences in growth when:

- Plant is in shade and not watered
- Given sun and watered

See what happens when a special kind of dried corn is heated and becomes popcorn.

Simple Experiments That Create A Sense of Wonder

Using a magnifying glass

Experimenting with prisms, magnets, a compass

Taking apart an old radio, old clocks

Learning that ice cubes melt under heat (in the sun in the room on a hot day)

Measuring liquids with measuring cups, funnels, pitchers

Pouring solids (rice) to learn how gravity works

Experiences with Time and Space

Develop time concepts of:

- Before and after
- Now and later
- Yesterday and tomorrow

Talk about dinosaurs that lived long ago (use with pictures)
Talk about events that will happen in the future
Develop space concepts:
- Help children realize the moon is a great distance away
- A city in another country is far away

Explain how a ruler is used to measure short amounts of space

Pre-Mathematics

Learn what a cupful means
Learn the difference between a teaspoonful and a tablespoonful
Provide oportunities for using simple measurements by cooking something, i.e., a batch of cookies

Relating Time and Size to Environment

Take a field trip to a construction site. Observe the excavation. Talk about measurements used in building. Talk about how long it takes to build a big building.

Observe the size of the machinery – it takes big equipment to build a huge building.

Learning the Abstract Concept of a Line

Children must learn the abstract notion of "line." To help them, when lining up, say "A line means one behind the other, one head behind the other." Help them to get in this position. As soon as one child is not in the line, say to the child directly in front of him, "Look at Robbie. He is standing so straight in line." One must reinforce constantly at this point. (To implement the notion of "line," use similes that the children will know, such as "We are going to make a line, like buses or subway cars, one behind the other."

When calling children to line up, call them one by one, then gradually two by two. Help place them in line. Lining up should be like a game – with the children still seated watching those who are (standing) in line, and with those lining up demonstrating.

Children might go to the washroom in line, and must go to the fire drill in line. Practise the fire drill as the drill is done in school.

Rehearse a couple of times in the classroom, then ring the bell, have them line up, and go to where they are supposed to go for the drill.

Who is going to open the classroom door?

Who is going to close the classroom door?

All these problems should be worked out. Children are very conscious of injustice, so that these questions should not be arbitrarily decided each day. There should be a process of rotation of which the children become aware.

Allow enough time so that there will not be chaos in lining up.

If a few children are out of line, it is sometimes best to begin to move. If they do not then become a part of the line, stop for a moment to remind them, then start again. Otherwise everyone will become restless.

Meeting a Policeman

Because of the need to instill in these children a sense of confidence in adults it is urged that one field trip be to visit a policeman . . . to watch how he directs traffic, how he watches out for the welfare of everyone. Prepare the children in advance. Show pictures and talk about policemen in other countries – an English bobby, a French gendarme, an Italian poliziotto, a Canadian mountie; and also about other protectors: firemen, American forest rangers, state troopers. Contrast these protectors of city and state with soldiers and sailors. Explain how the policemen protect the people in the city, how the firemen protect the buildings and the people, how the soldiers and sailors guard the country.

For many of your children, the policeman has already been held out as a fearsome, threatening figure who takes away bad children. This notion should be offset by the teacher, and the best way to do it is through a visit to watch a policeman work and then, by a visit from a policeman in uniform to the classroom.

Give the children the opportunity to ask the policeman who visits them questions. If none are forthcoming, be prepared with a few questions of your own. On the following day, initiate a role-playing game in which various children can take turns being the policeman

who directs traffic, the policeman who comes visiting and who answers questions, etc. Repeat the game a few days later. In this way you can offset much of the home-reinforced image of the policeman as a terrifying, punishing adult.

The Goal of Head Start

The purpose of Head Start is to give deprived children a better chance than they would otherwise have had. Contact with a single, dedicated, committed and understanding teacher can make a difference.

- You can give the children their first knowledge of their identity and worth as human beings;
- You can give them their first motivation for learning to learn;
- And you can give them their first reasons for learning to laugh.

This is a great deal to give any human being. We wish you well.

G461
50¢
per copy

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, N. Y. 10016

4M8